DOCUMENT RESUME

ED 029 806 SP 002 207

Proposal for an Experimental Program in Teacher Education.
Florida Univ., Gainesville. Coll. of Education.
Pub Date [68]
Note-19p.
EDRS Price MF-$0.25 HC-$1.05
Descriptors-*Elementary School Teachers, Field Experience Programs, Individualized Curriculum, *Instructional Design, *Models, *Preservice Education, Student Seminars, Teacher Education Curriculum
Identifiers-University of Florida

The University of Florida College of Education proposes to experiment with a new program for the education of elementary school teachers. The design emphasizes maximum opportunities for self-direction, individualization through wide variations in instructional program and rate of progress, and close correlation of didactic instruction and practical experience. The proposed model has three phases which run simultaneously throughout three to seven quarters of the junior and senior year: (1) a wide variety of field experiences, in school and out, ranging in depth of responsibility in accordance with a student's demonstrated ability to perform as observer, participant, and full functioning classroom teacher; (2) substantive experiences (general presentations and demonstrations or programs for groups with common needs) provided by a panel of instructors in the areas of art, curriculum, child growth and development, health education, language arts, mathematics, music, physical education, reading, research and evaluation, science, social foundations, and social studies; and (3) a continuous seminar in which groups of 20 students are aided in exploring and discussing the meaning of the experiences they have had in the other two phases and in which opportunities for guidance, planning, self-directed study, and evaluation are provided. (Included are suggested procedures for each phase, description of faculty and student roles and scheduling, and an outline of the individualized approach to evaluation.) (JS)

ED029806

Proposal for an Experimental Program in Teacher Education

A Progress Report for Discussion Only

The College of Education at the University of Florida proposes to experiment with a new program for the education of elementary school teachers. The program is designed to incorporate a number of innovations of interest to various groups on the faculty and will be placed in operation in September or January of 1968. It will be accompanied by an appropriate assessment program to evaluate its effectiveness. In developing the design for this program, the committee has been guided by a number of general principles. These are as follows:

1. The "Self as Instrument Concept" of professional education sees the production of effective professional workers primarily as a problem in becoming. That is, an effective teacher is one who has learned how to use himself and his knowledge of children and subject matter to accomplish the purposes of schooling. This calls for a program providing students in training with maximum opportunities for self direction and a highly personal discovery of how best to use his self, his knowledge and his talents.

2. Maximum flexibility. Students come to the College of Education with varying backgrounds, experience and widely divergent needs for help in becoming effective teachers. Teacher education programs must, therefore, contain maximum flexibility to adjust to such needs and permit wide variations in instructional programs and in rate of progress.

3. Close Relationship of Didactic Instruction and practical experience. An effective program of teacher education calls for the closest possible relationship between the student's practical experience on the one hand and didactic instruction on the other. Participation in actual teaching

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SP002207

should begin as early as possible in the student's experience and, thereafter, should provide for continuously increasing role responsibility and time in the classroom.

4. Relation of learning to need. Learning is likely to be effective only in the degree to which material is related to the need of the learner. A teacher education program, therefore, must provide maximum adaptation to student needs on the one hand and the creative discovery of new needs to know on the other.

5. Reasonable cost of Operation. The goal of this proposal is to produce a program capable of operating as nearly as possible within current allocations of staff and expense. This consideration does not apply to the costs of research involved. An effort will be made to fund research costs from sources outside the University.

The Proposed Model

The experimental program is designed around three primary phases:

1. Field experience. Students will be exposed to a wide variety of practical experiences from the very beginning of the program. As he proceeds through the program practical experiences will increase in depth and responsibility according to the readiness of the student.

2. The substantive panel. Substantive aspects of the student's experience will be provided by a substantive panel. These instructors will provide students with opportunities to acquire information and develop skills as needed and will stimulate and encourage the development of further needs in their fields of competence.

3. The seminar. In the Education Seminar students will be aided in exploring and discovering the meaning of the experiences they have had in

each of the phases described above. In addition, it is expected that the seminar will provide opportunities for:

I. Personal guidance and counsel.

II. Continuous discussion and exploration of ideas related to education.

III. Continuous examination of progress and planning for next steps for self and for the seminar group.

IV. Self directed study.

V. Continuous evaluation and certification for full time progessional role.

The model will also include provisions for a. administrative arrangements, b. evaluation of student progress and c. a research design.

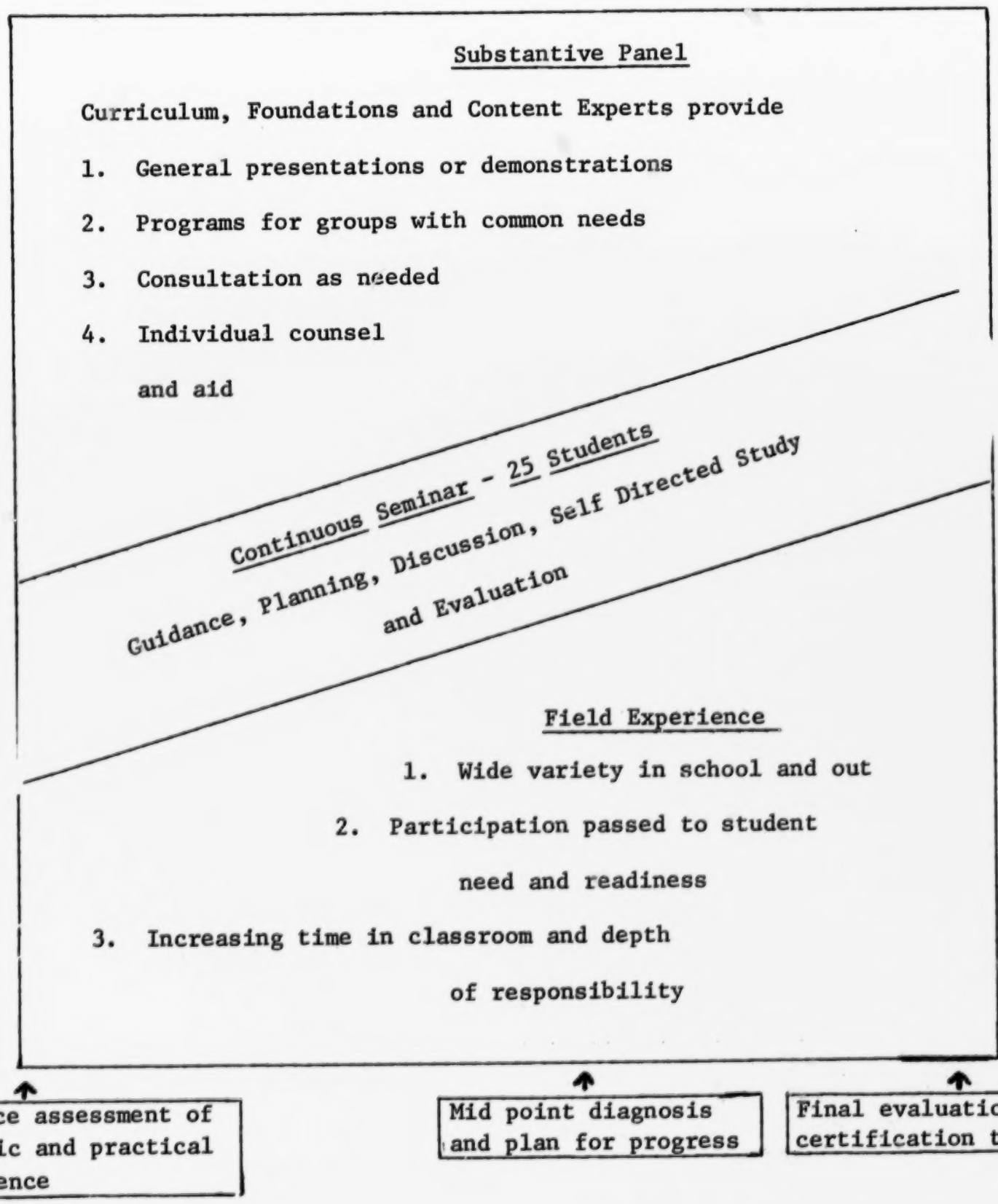
The interrelationship of the three primary phases of the program is schematically shown in the accompanying diagram, Figure 1, and each phase is described in greater detail below.

Figure I

Schematic Diagram: Proposed Experimental Program

College of Education - University of Florida

Junior - Senior Year


3 to 7 quarters
16 hrs. - Academic time
Substantive Panel
Curriculum, Foundations and Content Experts provide
1. General presentations or demonstrations
2. Programs for groups with common needs
3. Consultation as needed
4. Individual counsel and aid
Continuous Seminar - 25 Students
Guidance, Planning, Discussion, Self Directed Study and Evaluation
Field Experience
1. Wide variety in school and out
2. Participation passed to student need and readiness
3. Increasing time in classroom and depth of responsibility
Entrance assessment of academic and practical experience
Mid point diagnosis and plan for progress
Final evaluation and certification to teach

THE SUBSTANTIVE AREA

The purpose of the substantive area is to assist each student to explore and develop the content area/areas which he feels he needs to perform as an effective teacher. Each student will have an opportunity to explore and do in-depth study in an area or areas which he selects. It is anticipated that the student will begin work in the substantive area during an exploration period. As he continues through the program, he will be encouraged to do in-depth work in one or more substantive areas.

It is anticipated that the student will take work directly under the tutorial assistance of the professors who have been assigned to work on the substantive area panel. However, the student is encouraged while under the direction of the professor in the selected area to do as much independent study as will reflect at least a minimum degree of competence. The assessment of the degree of competence shall be determined by the professor/professors working in the identified area of concentration in conjunction with other professors serving on the students evaluation panel.

Under this arrangement, the student has the possibility of doing continued work in one area while getting acquainted with other areas. For example, he may decide to devote 1/4 of his 16-hour load to developing an in-depth awareness in mathematics while at the same time directing 1/4 of his time to the experience phase aspect of the program. He may elect to divide the remaining portion of the time to Music (1/8) and reading (1/8). While fulfilling the above responsibilities, he continues to direct 1/4 of his time to seminar responsibilities. The student may use any division of his time to a given area of substantive work or may spread his time among a few areas. At all times he will be encouraged to deal with a substantive area in a manner which would prepare him to meet the minimum

level of sophistication expected.

The student will be expected to keep a record of his activities in the substantive area. Various sub-components of the substantive area/areas shall be recorded in the student's log. The components or sub-components accomplished or completed shall bear the signature of the cooperating professor with whom the student has worked.

The substantive areas are:

Art, Curriculum, Child Growth and Development, Health Education, Language Arts, Mathematics, Music, Physical Education, Reading, Research and Evaluation, Science, Social Foundations and Social Studies.

Student Orientation and Sustained Working Schedule

During the first two weeks of the seminar the students shall direct their efforts toward exploring and defining the individual and/or group needs as they pertain to the substantive area. The student may embark into the substantive area as early as his needs are identified. At least the last eight weeks of the quarter shall be devoted to working in the area/areas which the student has identified as his area/areas of work. During this time, the student continues to meet in the seminar setting.

Faculty Panel Procedures

A panel of faculty members is selected to serve the needs of the program during the quarter. It is anticipated that at least ten of the thirteen areas will be represented each quarter. Panel members shall be rotated periodically thereby allowing each area cited earlier to be adequately represented throughout the year. Each panel member is expected to devote the equivalence of a four quarter hour course to panel responsibilities. Individual faculty members shall post the equivalence of 1/3 of their time for pre-scheduled sessions in his area of specialization. The remaining 2/3's time will be devoted to small group meetings,

consultation as well as serving in capacities which might be outside his direct area of speciality. This latter 2/3's time might also include such activities as visitations to special projects, planning with seminar leaders, office hours, staff planning and at a later stage would include visitation to students involved in school and/or community projects.

The responsibilities of the panel members are:

1. To organize the content of his area of specialty to be presented at the required scheduled 1/3 time.
2. To present his area to students.
3. To meet with individual and/or groups of students serving in an advisory capacity encouraging the exploration and continued study of the substantive area he represents.
4. To provide for the individual student needs.
5. To provide directional assistance for individual projects
6. To keep in close communication with the seminar leader for coordination purposes.
7. To keep office hours and lecture hours.
8. To facilitate program development.

Activities Newsletter

While it is necessary for all students and faculty to be continually informed, an activities newsletter shall be published each week. This newsletter might include such events as:

(a) Guest lecturers
(b) Visitors
(c) Campus activities
(d) Demonstrations
(e) Films
(f) Response to requested needs
(g) Response to seminar needs
(h) Field experiences
(i) Field trips
(j) Fortuitous
(k) Etc.

SEMINAR

The seminar experience is the heart of this program in that it provides an opportunity for each student to discover the personal meanings of the didactic and experiential components of the training program. It is hoped that as a result of these discoveries each student will develop his own teaching style from his integration of the meanings which his experiences have for him. A logical extension of this position is that after a student has accomplished this task, which he has both explored and created for himself, and, since they are his meanings, he is, he will understand his teaching behavior both cognitively and emotionally, because it will develop from his meanings rather than some group of meanings someone may try to impose upon him.

In addition to discovering his meanings from the didactic and experiential components of the program, it is hoped that each student will learn that as he encounters new facets of himself and his world, his perceptions may change. The importance, here, is that he is engaged in a dynamic relationship with other human beings, and, perhaps, if he remains open to new experience his humanness will expand and mature.

Therefore, the seminar experience is designed to accomplish two major tasks: First, each student will be helped to discover the personal meanings of the didactic and experiential components of the program, and second, each student will be encouraged to see himself as a person in the process of becoming a teacher.

Perhaps the most crucial component of the entire seminar experience is the type of atmosphere developed in the seminar meetings. It is essential that the students feel both free to explore their experiences and to become involved in the seminar if they are to derive the kind of benefit from it this program envisions. Therefore, threat must be lowered as much as possible for each student who should feel both worthy and free in the group. Research supports the contention that these conditions enhance the probability that a person can and will explore his experience, and thus be able to derive constructive growth from it.

PARTICIPANTS

The program includes eighty elementary teacher-trainees who will be completing their final two years (six semesters) of undergraduate course work. These students will be selected from the undergraduate training program and will be divided into groups of twenty for the seminar meetings. A student's assignment of a seminar group will not be assessed routinely, but if questions arise concerning the student's benefit from the group, the seminar leaders and the other staff members will be free to re-assess his seminar membership and make such alterations as they deem advisable.

Each seminar will be led by a person selected by the professional personnel involved in the program. Since it is essential that the seminar be conducted in accord with the best available information regarding learning, it is believed that the following are highly desirable characteristics for the seminar leaders: (1) Sensitivity to others, (2) Full commitment to the program, (3) Flexibility, (4) Tolerance, (5) Enthusiasm and, (6) Facilitative Skills.

The present exploratory nature of this program necessitates that these traits serve only as broad guidelines for the selection of the seminar leaders, and the final choice of leaders will be a professional decision formed by the professional personnel with whom they will work.

The distinctive contribution of the seminar meetings will develop within what may be generally described as a humanistic atmosphere, and past experience indicates that this climate develops slowly and necessitates a relatively long-term relationship between the individuals reasonably long-range commitment to the program before assuming a leadership role.

The seminar and the seminar leader's role will be investigated throughout the program, and as a part of that process the seminar leaders will meet regularly with each other and the other professional personnel in the program to discuss their seminar experiences. As a result of these assessments, the professional personnel will make appropriate adjustments in the seminar and the seminar leader's role.

TRAINING

Each seminar leader should have had the experience of being a participant in a situation very similar to the seminars as planned in the present program. This experience should include training in group dynamics, role playing, and facilitation of individual behavior.

EXAMPLES OF SEMINAR PROCESSES

The following are examples of the kinds of problems that might be encountered in the seminar and some of the ways they might be handled:

Problem: A student might come to the seminar explaining that he could not get along with his master teacher, that she was unreasonable in her expectations of him. Someone might ask him to explain more specifically what he meant, and a discussion would develop which evaluated the behaviors of both the student and master teacher. Perhaps role playing would be suggested to more closely examine the various aspects of the problem and to give the student an opportunity to play the role of the master teacher in order to better understand her side of the issue.

PROBLEM: A student may comment that he saw no practical value in some of the substantive material he was being taught. A discussion would ensue with regard to this. This might lead to the student looking for practical application, or to asking someone from the pertinent substantive field to join the seminar and explain what relationship he saw between what he taught and what transpired in the classrooms of the students.

PROBLEM: Students complain that various factions of the educational system, school boards, superintendents, principals, teachers and legislators, appear to be working against each other. Beside a discussion of the question, individuals from various aspects of the system could be asked to visit the seminar and explain their positions. Or the students might be asked to interview some of these different people and to report the results of the interview to each other. Or, the students, as a group, might visit a school board meeting or a legislative session to explore the problem further.

PROBLEM: A student complains that his schedule is too demanding, he is unable to do all that he is supposed to do. A discussion would probably follow centering around how the other students feel about this aspect of the program and how they have handled it. Someone might be called in who had been involved in the scheduling to explain his position on the matter, and, of course, as a possible result, the program might be modified in light of the students personal needs and situation.

PROCEDURES

The seminar will meet for two hours on each Tuesday and Thursday afternoon during the term, and attendance at these seminar sessions will be required of each student in the program.

The specific agenda for each of the seminar sessions will be determined by the group and will be designed to meet the needs of the students as they arise in each seminar. Since the needs of each group will probably be different, it is fully conceivable that each of the groups will discuss different topics. Intercommunication between the group members will be maintained by three procedures: (1) a publication to be distributed to each member of the program, (2) regular meetings of all the seminar leaders who will share their group's activities with each other and (3) general meetings of the entire group where topics of broad interest will be discussed.

The seminar meetings may include: (1) resource persons from a specific subject matter field, (2) resource person from a community facility, i.e., Head Start and Alachua County Schools, (3) group discussions of a specific topic and (4) a presentation by one of the seminar members, including the leader. The salient point is that the experiences in the seminar will be planned cooperatively by the students and the leader, and its specific components will develop from the emerging needs of the participants.

FUNCTIONS

These are four major areas of concern for the seminar experinece: (1) guidance, (2) evaluation, (3) planning, and (4) self-directed learning activities.

A. Guidance--Each student in the program will be confronting aspects of himself and his experiences which he will be integrating into his total life. Since the program will be precipitating some of these problems it seems appropriate for the staff to assume responsibility for helping the student resolve, at least, some of the them. The type of guidance offered by the seminar will be directed toward helping the student discover effective personal processes and resources as well as securing assistance from others. The underlying thrust of this effort will be to assist the student in the process of gaining a sense of adequacy.

The problem areas will undoubtedly range from professional to personal concerns, and each will be dealt with as they bear on the development of the student. The seminar will not focus upon the student's personal problems, but neither will it be a retreat from them. If and when the seminar leader has questions about the appropriateness of the discussion of some problem, it will be his responsibility to seek the counsel of the other professional staff members about this matter.

B. Evaluation--Each student in the program will desire some form of feedback from others in the program, and the seminar offers an appropriate area for that process. The information provided to the student should be sought by him and given to him in a form which fosters his positive growth.

Therefore, the student evaluations will not necessarily be in the form of written examinations. Some of them will be given in a normal discussion process while others may be provided in regular scheduled evaluation sessions. A possible model for student evaluation is as follows:

1. The student develops a list of abilities he needs to be a good teacher.
2. The student assesses himself on each trait.
3. The student develops a list of experiences he needs to improve his abilities.
4. Periodically, the student reassesses himself for each of his abilities and re-evaluates his learning program.

Each seminar group will develop individual evaluation procedures most appropriate for its people. The general guidelines are that it must be: (1) on-going and, (2) include the student's perception of where he is going.

A second aspect of the evaluation procedure will be the assesment of the group process of each seminar. That is, the group should ask itself how effectively it is accomplishing its goals and if there are more effective procedures than they are currently employing.

A third area for evaluation will be that of assessing the effectiveness of the seminar leader. The group should be asked to examine their perception of the leader's role and their opinion about how effectively their leader is meeting their expectations. This is appropriate for two reasons: (1) the leader may need to alter his functions and (2) students are learning the leadership role by examining the role being executed by their group leader.

C. Planning--Since people accomplish goals most readily when they formulate those goals, it is essential that the seminar participants (leader and students) plan the seminar experience cooperatively. That is, all members will share the responsibility for deriving a series of experiences which will have meaning for all the seminar participants.

The seminar leader may begin the planning experience by indicating that the first step of planning should involve some clarification of the group's needs. However, beyond this point his function will be that of clarifier of process rather than controller of specifics.

Another aspect of planning is that it should be on-going, and the group will be asked to reconsider its planning at least quarterly. The form of this planning should be developed by each group.

THE EXPERIENCE PHASE

Purposes

There is an ever increasing awareness among educators of the need for greater involvement by the state, the school districts, and the profession itself in the task of preparing teachers. The responsibility for preparing teachers now extends beyond the boundaries of the college campus. Schools, long the handmaiden of the colleges in this process, must now assume their rightful place as fully participating partners in a vital, school-college state program of teacher education.

The experience phase of this program must effectively utilize the resources of the college and the school. It is incumbent upon both parties to promote the kind of human relationships which will be characterized by shared goals, clearly delineated responsibilities and a mutual feeling of trust and confidence. It is also recognized that the training experiences of prospective teachers should not be restricted to the school setting alone but should include widespread involvement in the neighborhood and broader community. The student, both as a citizen and as a prospective teacher, needs to grow toward an ever increasing understanding of society, education and teaching. To accomplish this goal mutually satisfying relations must be fostered between the college and the community agencies serving children and youth.

There needs to be continuously available a ready source of first hand contacts with children and youth in a variety of settings. These contacts will be provided through planned field experiences designed to help students fuse academic background, knowledge of growth and development, and understanding of learning theory into their own teaching.

The present practice of providing practicum experience in each of the quarters will be continued and extended to ensure opportunities for students to work with children continuously in terms of their own special interests and program needs. As the student gains confidence in his ability to work with children, he will be given greater responsibility for actual teaching under direction and guidance of a school-college teacher education team.

Flexibility is provided for by making it possible for each student to design with his seminar leader for the special kind (s) of pupil-learning encounters he desires. It is intended that the student be encouraged to using his own desired style of teaching.

Organization

1. The schools and the college must wholeheartedly accept the idea of joint participation in and responsibility for teacher education.

2. All field experiences must be jointly planned with teaching-learning settings to be used in the various aspects of the program selected by representatives of the schools and the college.

3. The seminar leader will have as many direct face-to-face contacts with classroom teachers with whom he is working as are necessary to make known the personal strength and professional needs of each of his students.

4. Every attempt will be made to establish and maintain open communication between the teachers and the seminar leaders so that changes or adjustments in initial assignments can be made.

5. One college person should be designated as having responsibility for coordinating the work of school officials, seminar leaders and other related staff in planning for and implementing the field experience as well as in facilitating the flow of communication between the schools and the college.

6. Several schools enrolling pupils from a wide variety of backgrounds (white, Negro, rural, urban, lower class, middle class) could be designated as teacher education centers. A center will consist of a junior high school and several nearby sending elementary schools. Teacher education teams (principal, teachers curriculum coordinator, college representative) could meet regularly to plan for implementing the teacher education program in these socio-educational clusters.

7. In each participating school one person should be designated as having responsibility for guiding the teacher education program in that building.

8. It should be clearly understood by the schools and the colleges that (a) the length of the field experience is variable, and (b) the nature of the field experience for any student is to be cooperatively determined.

9. Students should arrange their schedule so that three-hour blocks of time are available for field experience participation.

Operation

Students should be provided with varied opportunities for observing, participating and teaching of children and youth. The experience phase includes all pre-professional field experiences which enable students to move, in accord with their demonstrated ability, through the role of observer, participant and fully functioning classroom teacher.

Students must have opportunities to verify their knowledge of children and teaching as well as to test out their own instructional practices and strategies in realistic field settings. The following operational practices are recommended:

1. Students will indicate their desires and needs for field experiences through their seminar leader.

2. The seminar leaders and the coordinator of field experiences will review what is known about the student (previous course work, interests, knowledge of teaching, experience with children) in order to determine a suitable field experience setting.

3. Students will identify and make known to their seminar leader the kind of field experience(s) in which they wish to participate.

4. The field experiences coordinator will provide the seminar leader with information regarding all available field experience settings from which choices can then be made on an individual basis.

5. The field experience coordinator will secure and confirm the student's request in the setting desired.

6. The seminar leader will acquaint himself with the characteristic features of the school and its immediate area (type and conditions of housing, ethnic groupings, general socio-economic level, visible safety hazards, playgrounds and youth centers, school plant facilities and personnel, evidence of lay and professional leadership).

7. The seminar leader will work with teachers and schools in which students are having field experiences of maximum responsibility.

Suggested Experiences

A. Experiences with one child
   1. Tutoring
   2. Baby sitting
   3. Caring for a child
   4. Helping teachers with handicapped children
   5. Providing special skills, i.e., piano playing, art, etc.

B. Experiences with an informal group of children
   1. Reading or telling stories
   2. Taking to a place of interest
   3. Assisting in extra-curricular activities

C. Experiences with children in organized settings
   1. Assisting in coaching, director
      a. Summer playground
      b. Summer camp
      c. Vista activities
      d. Swimming
      e. Sunday School
      f. Headstart
      g. Library
      h. Nursery school
      i. 4-H Club
      j. Boy-Girl Scouts
      k. Boys Club
      l. Y.M.C.A.
   2. Observing at several school levels
   3. Working with small groups in classroom
   4. Working as teacher aide, as teacher assistant, as teacher associate

D. Experiences to aid in understanding society and children
   1. Juvenile Court
   2. Adult Court
   3. Religious groups
   4. Other cultures and ethnic groups

5. Subcultures, gangs
6. Welfare organizations
7. Community surveys
8. Health departments
9. Organizations having programs for children
10. School board meetings
11. Human relations meetings
12. International organizations
13. Neighborhood improvement programs

E. Experiences to promote greater understanding of teachers and teaching
   1. Attend meetings, conferences of professional organizations (ACE, NEA, FEA, FTA)
   2. Record curriculum experiences of children
   3. Assist in professional offices (County Board, Principal, Counselor, Business Manager, Attendance Officer)
   4. Prepare instructional materials
   5. Work with special education teachers (speech, reading, curriculum coordinators)
   6. Work with a committee of the PTA
   7. Work with a building and/or system-wide committees
   8. Plan for and conduct conferences with parents regarding pupil progress
   9. Analyze the health data for a classroom group of pupils
   10. Plan and execute an out-of-school activity involving a classroom-size group of children
   11. Visit the homes of one or more children
   12. Utilize television resources in teaching
   13. Develop plan for assessing own teaching using systematic observation procedures

F. Examples of possible program of one student (a girl, oldest of four children in family. Experiences as junior couselor and swimming instructor in camp for Junior High age girls)

Quarter	Possible Experience Program
First	Time according to development of needs of the student Observe in kndergarten (middle class school) Participate at Boys Club, 11 and 12 year boys Assist teaching swimming to 6 and 7 year olds in Y.M.C.A. Program
Second	Teaching aide in third grade (low economic school) Tutor 8th grade boy in reading
Third	Whole day teacher assistant in second grade (middle class school). Part day observation followed by teaching science in fifth grade (low economic school)
Fourth	Teacher aide to librarian in Junior High Whole day teacher associate in first grade (low economic school)

EVALUATION: EXPERIMENTAL PROGRAM IN ELEMENTARY EDUCATION
Report of the Sub-Committee

Participant evaluation is a necessary part of any educational program or organization. This experimental program offers a unique opportunity for a new and perhaps more important philosophy of evaluation than now exists. A program that suggests an individualistic approach to learning objectives lends itself to an individualistic approach to learning outcomes. It is in this spirit that the following is suggested.

1. LOG- A log will be kept on each student. Contained within the log will be:

   A. A record of all laboratory experiences, i.e., reports of classroom teachers, supervisory personnel, amount and variety of experiences.

   B. Background information data of each student, i.e., biography, transcripts, personal recommendations, test scores.

   C. Reports from substantive areas, i.e., reactions of panel members pertaining to those knowledges the students have acquired and additional steps that need to be taken.

   D. Seminar leader reactions, e.e., comments that the seminar leader feels best describe the attitudes and perceptions of the student.

   E. Student reactions, i. e., reactions that the student has toward children, teaching, himself. In addition, the student may add any information that he feels will lead toward an adequate assessment of his ability as a teacher.

This log will be kept by the seminar leader. The contents of this log will be available to the student and to concerned personnel. It is emphasized that this log should assist participants in the program to better understand the student but will not be graded or judged as a test to be passed.

2. Oral Examinations - These examinations will occur at least twice in the program of every student. A committee consisting of representative members of the substantive areas and the seminar leader will meet with the student.

The first oral examination will come midway through the program of the participant, and will serve to determine where the student is at the moment

and in what direction he needs to go.

A final oral examination will be given to determine the participant's readiness to teach. If in the opinion of the committee the student can demonstrate an awareness of the problems in education, genuine concern for children, and academic competency, he is then free to leave this part of his academic program and move on to the pursuit of related knowledges required by the university, but not required as part of the experimental program. However, if in the opinion of the committee, the student cannot demonstrate the required proficiencies, he will remain in the program. With the assistance of the seminar leader the student will select those experiences that can assist in broadening areas of deficiency.

Additional orals will be given if, in the opinion of the student and seminar leader, they can serve to give further direction to the program of the student.

3. Comprehensive Examination - The sub-committee on evaluation is of the opinion that all areas represented on the substantive panel require mastery. Even though an individual has the option of area selection, he will be held responsible in all areas. Therefore, a comprehensive examination in each discipline will be given.

Those members of the substantive panel best qualified will construct the area examination and will make the assessment regarding the competency of the student in the discipline.

This examination will be administered when the student, with seminar leader guidance, feels ready to be tested. If in the opinion of the examining committee the candidate does not exhibit sufficient content maturity he will be encouraged to go back for further study. He will be permitted a re-examination at a later date.